

Dance KS1: Time to Move

The Firebird



Look for the download icon on each of the webpages or in these Notes to download an mp3 of each dance session



1: The Firebird and Prince Ivan

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2: The magic garden

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3: The giant Kastchei

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Time to Move needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal.

Use the best equipment that the school has to offer for playback. Check that the speakers are facing the children to ensure the best possible listening environment.

Make sure the children dance in gym shoes or bare feet. Bare feet give a good sense of contact with the floor, if your floor is safe. The children should be in PE kit to allow easy movement and to ensure that they do not become too hot.

Encourage the children to listen carefully right from the start - not just to the presenter but also to the music.

Teaching points

Some tips to help you get the best out of these dance sessions:

- always encourage careful listening
- reinforce the importance of safety - eg awareness of others to avoid collisions, spacing, sensible landings (with the whole foot, flexing as it comes down and knees bending)
- help the children to observe each other's movement in a positive light and to learn from their observations
- give the children a sense of your own enthusiasm.

Time to Move and the National Curriculum

Dance makes a distinctive contribution to the education of all pupils, in that it uses the most fundamental mode of human expression - movement. Through its use of non-verbal communication, pupils are able to participate in a way that differs from any other area of learning. It provides aesthetic and cultural education, opportunities for personal expression, and it also introduces students to a wealth of traditional, social and theatrical forms. In a broad and balanced curriculum, this important area of human experience should not be neglected.

(Dance in the School Curriculum, a paper by the National Dance Teachers' Association and others, now One Dance UK)

Dance is acknowledged as a vital ingredient of a child's education in the National Curriculum.

The Expressive Arts documents for Scotland and Northern Ireland encourage teachers to develop dance as part of the Arts and PE curriculum.

There is an emphasis on performance and clear indications that dance should be taught in both a creative and a cultural context.

The children should be taught to:

- develop control, coordination, balance, poise and elevation in the basic actions of travelling, jumping, turning, gesture and stillness
- perform movements or patterns, including some from existing dance traditions
- explore moods and feelings and to develop their response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and travel.

Using these Teacher's Notes

These Teacher's Notes include a detailed content grid for each programme. The content grids include the following information:

- **Lesson content.** This is the description of the movement sequence.
- **Teacher guidance.** This is intended to offer advice on how to get the class to get the best out of the content.
- **Evaluation.** This is usually a series of questions indicating what to look for to assess the level of the children's contribution.

Downloads

These dance sessions can be downloaded either from these Notes - look for the pink download icons - or from the individual web pages of the BBC Teach website.

Contact us

You can contact us at: teach.bbc@bbc.co.uk



1: The Firebird and Prince Ivan



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Introduction

Three dance sessions inspired by Igor Stravinsky's score for the ballet **The Firebird**, composed in 1911 and based on a traditional Russian folktale.

Warm up

Listening then moving freely to Stravinsky's 'Firebird' music.

Sequence 1: The Firebird Motif. Introduce the Firebird motif (on the spot): fingers and hands flickering like flames - varying the speed, level and direction as they reach high, low and all around. Keep flickering fingers and hands as you lift and lower relaxed outstretched arms - like the glorious wings of the Firebird.

Firebird travelling: Maintaining a proud, magnificent pose with head high, outstretched arms gracefully lifting and lowering, and fingers and hands flickering, the children experiment with different ways of travelling - dipping and diving, soaring and whirling, leaping and turning energetically through the spaces like the Firebird.

Sequence 2: Prince Ivan. Show off a proud, regal pose with shoulders back and head high. Hold imaginary reins and lift knees high to gallop happily through the spaces.

Sequence 3: Prince Ivan and the Firebird. Responding to the music, half the class perform the Prince's movements and the other half perform the Firebird's movements. Swap groups and repeat. Music in sections: The Prince - The Firebird - The Prince - The Firebird.

Sequence 4: Dance drama. In pairs - one person as Prince Ivan and the other as The Firebird. Partners respond to the music collage to tell this part of the story through movement and mime.

Performance of the story so far: The Firebird - Prince Ivan - Prince Ivan and The Firebird - Paired dance drama.

Cool down: Slow, relaxed walk around the magic garden. Slow, gentle stretches - tall and then wide.

NB. There is a separate download of the complete 'Firebird' story that will enable children to dance the story all the way through.

Movement focus

Body: Moving with control. Whole body, arms and legs.

Action: Swirling, turning, twisting, jumping, rising, falling.

Dynamics: Fast, slow, graceful, energetic, calm, light.

Space: Curvy pathways, changing levels.

Relationships: Solo work, partner work.

Session 1 structure: The Firebird and Prince Ivan

Content	Guidance	Evaluation
<p>Warm up Listening then moving freely to the Firebird music.</p>	<p>Really listen carefully to the music – there are no rights or wrongs so allow the children to move however the music makes them feel.</p>	<p>Can the children describe key aspects of the music accurately? Does the timing and energy of their movements reflect that of the music?</p>
<p>Sequence 1: The Firebird Motif Stand on the spot with fingers and hands flickering like flames. Vary the speed, level and direction of these flickering movements. Develop the flickering motif by lifting and lowering relaxed outstretched arms like the glorious wings of The Firebird. Travel through the spaces - dipping and diving, soaring and whirling, leaping and turning energetically like the magnificent Firebird.</p>	<p>Spread your fingers out wide apart. Keep watching your flickering fingers and let your body follow their lead as they stretch high, low and all around. Keep arms relaxed and bendy. Make the movement bigger and stronger with the music. Keep flickering your Firebird wings, stretching high and bending low as you twist and turn through the spaces.</p>	<p>Do they use the space all around them? Do they maintain a strong, direct focus and allow the rest of their body to follow the flickering hand movements? Do the arm movements look fluid and smooth? Do the movements get bigger and stronger at the same time as the music? Can they maintain the flickering wing movements as they travel? Do they use the space well – accurately gauging appropriate spaces to leap or turn without bumping into anyone?</p>
<p>Sequence 2: Prince Ivan Stand tall in a proud, princely pose with shoulders back and head high. Hold imaginary reins out in front of you and lift knees high to gallop happily through the spaces.</p>	<p>Maintain a confident, regal posture. Keep your back straight and the galloping steps light and energetic...no stamping!</p>	<p>Can they maintain a regal riding pose while galloping quietly through the spaces without bumping into anyone?</p>
<p>Sequence 3: Prince Ivan and The Firebird Half the class freeze in a magnificent Firebird pose, while the other half hold imaginary reins and lift knees high to gallop happily through the spaces like Prince Ivan. When the music changes, Prince Ivan's group freeze in a proud majestic pose while dancers in the Firebird group dip and dive, soar and whirl, leap and turn through the spaces. Swap groups and repeat.</p>	<p>Keep very still and watch the performing group carefully. Use the extra space to perform the Firebird travelling moves with confidence and energy.</p>	<p>Do both groups watch and listen well - responding quickly and accurately to the music cues? Do the Prince Ivan group convey a strong sense of majesty and happy confidence? Do dancers use the space well - performing a variety of confident and energetic travelling moves?</p>



<p>Sequence 4: Dance drama In pairs - one person as Prince Ivan and the other as The Firebird. The children respond to the music collage and the words to tell this part of the story through movement.</p>	<p>Quickly join a partner nearby and decide who's playing which role first. Listen carefully and work with your partner to clearly and effectively convey the narrative.</p>	<p>Do partners co-operate well to create and perform this dance drama? Do they listen to and remember the music cues so that, eventually, they can perform the movements without the words of the story?</p>
<p>Performance of the story so far: The Firebird - Prince Ivan - Prince Ivan and The Firebird - paired dance drama.</p>	<p>Use the music to remind you of the different movements. Move smoothly from one sequence to the next. Focus on timing, spacing and movement quality to give a really polished performance.</p>	<p>Did they remember the different sections of the dance and perform them with confidence?</p>
<p>Cool down Slow, relaxed walk around the magic garden. Slow, gentle stretches tall and then wide.</p>	<p>Walk with slow, soft, silent steps. Keep the stretches slow and controlled and only stretch as far as is comfortable.</p>	<p>The children should feel loose, relaxed and ready to return to the classroom.</p>



2: The magic garden



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Lesson summary

Warm up: Moving freely and energetically to the Firebird music.

Sequence 1: Firebird Partners. The children join a partner nearby and perform the Firebird motif together at the same time and then in opposition to one another - so as one partner raises their arms high with flickering fingers and hands, the other lowers their arms down.

When the music changes, partners take turns to lead or follow one other as they dip and dive, soar and whirl, leap and turn through the spaces like the Firebird.

Sequence 2: Prince Ivan in the magic garden. Music: Mozart - Horn concerto. Shoulders back and head high to stride around the garden with happy, confident steps like Prince Ivan. Freeze like a statue each time the music stops.

Sequence 3: The Princesses in the garden. Music: Beethoven's Symphony No. 5 (1st movement). Alone, then in pairs, and finally in groups of four. Explore different ways of throwing, catching and rolling imaginary apples with light, playful movements.

Sequence 4: The Fierce Guards. Music: Britten - 'Storm'. Get into a scary, fierce-looking creature shape: clawed hands, arms stretched out threateningly, body tall or hunched over. Decide how your fierce creature is going to move - big, stamping steps or hunched over shuffle.

Performance of today's sequences: Firebird Partners - Prince Ivan in the magic garden - The Princesses in the garden - The Fierce Guards.

Cool down: Calm, relaxed walk around the magic garden. Gentle stretches on the spot.

Movement focus

Body: Control: co-ordination, moving the whole body, arms, legs, hands and feet.

Action: Dipping and diving, soaring and whirling, stamping and shuffling.

Dynamics: Moving freely and expressively, stepping in time to the beat.

Space: Rising and falling: travelling and moving on the spot.

Relationships: Working on your own, working with a partner, working in a group.

Music from the Ten Pieces

Stravinsky - 'The Firebird'

Britten - 'Storm' - from 'Four Sea Interludes'

Mozart - Horn Concerto No 4

Beethoven - Symphony No 5 (1st movement)



Session 2 structure: The magic garden

Content	Guidance	Evaluation
Warm up: Moving freely and energetically to the Firebird music.	Listen carefully and move however the music makes you feel - on the spot and/or travelling around the room.	Is there a range of different movements in the room? Can the children describe how the music makes them feel?
Sequence 1: Firebird Partners The children join a partner nearby and stand facing one another. They perform the Firebird motif (practised last time) in opposition to one another - so as one partner raises their flickering fingers and arms high, the other lowers their own arms down. When the music changes, partners take turns to lead or follow one other as they dip and dive, soar and whirl, leap and turn through the spaces.	Starting positions: stand tall with arms held loosely out to the sides. Keep flickering fingers and hands as you lift and lower your arms in the opposite direction to your partner. Keep arms loose and bendy. Make the movements get bigger and stronger with the music. Quickly decide who's going to lead first - you'll be swapping roles later. Keep looking for spaces and don't bump into anyone! Stretch tall and bend low as you twist and turn freely through the spaces.	Do partners work together to perfect the timing of their synchronised movements? Do they match the speed and strength of their movements to that of the music? Do the 'followers' watch carefully and copy their partner's movements accurately? Do their movements convey the free and magnificent spirit of the Firebird?
Sequence 2: Prince Ivan in the magic garden Music: Mozart - Horn concerto. Shoulders back and head high to stride around the garden with happy, confident steps like Prince Ivan. Freeze like a statue each time the music stops.	Show off with proud, confident steps and posture! Every now and then, bend low to smell a flower or stretch high to pick an apple. Listen out, ready to freeze in a different statue pose each time the music stops.	Does the quality of their movements convey the happy and confident character of Prince Ivan? Do they respond quickly to the music cues?
Sequence 3: The Princesses in the garden Music: Beethoven's Symphony No. 5. Alone, then in pairs, and finally in groups of four. Explore different ways of throwing, catching and rolling imaginary apples with light, playful movements. Develop the mime into dance - for example continue a throwing action into a smooth turn, repeat or extend an action using different levels or directions, perform an action with the rest of your group - one after the other or together at the same time.	Start the sequence sitting down. Keep watching your imaginary apple as you throw, roll or catch it. Make the mime as convincing as possible. Stand up and join 3 or 4 people nearby. Exaggerate and develop the actions together. Create a sense of playful fun by weaving, dodging and chasing one another.	Do they perform a convincing mime? Do group members work together to create a visually interesting sequence - using different levels, group relationships and speeds? Does the sequence have a light, playful feel?



<p>Sequence 4: The Fierce Guards Music: Britten - 'Storm'. Get into a scary, fierce-looking creature shape. Decide how your fierce creature is going to move - big, stamping steps or hunched over shuffle.</p>	<p>Stretched tall or hunched forwards with clawed hands and arms extending menacingly. Steps should be heavy and threatening.</p>	<p>Can they maintain the 'fierce creature' shape and character when travelling?</p>
<p>Performance of today's sequences: Firebird partners - Prince Ivan in the magic garden - The Princesses in the garden - The Fierce Guards.</p>	<p>Focus on the quality of your movements to give an impressive and confident performance. Move smoothly from one sequence to the next.</p>	<p>Do they remember the different parts of the dance and perform with focus and confidence?</p>
<p>Cool down: Calm, relaxed walk around the magic garden. Gentle stretches on the spot.</p>	<p>Smooth, controlled breaths. Stretches should be controlled and gradual...only stretch as far as is comfortable.</p>	<p>Everyone should feel calm, loose and relaxed.</p>



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3: The giant Kastchei

Lesson summary

Music - The Firebird

(Slow section) Stretch out your fingers and flicker your bright, magnificent feathers. Flap your powerful firebird wings with smooth, fluid, flexible arm movements. (Fast section) Travel freely through the spaces - dipping and diving, soaring and whirling, leaping and turning energetically.

Sequence 1: The Giant Kastchei. Music: Britten - 'Storm'

Stamp through the spaces in the biggest, scariest giant shape! Each time the music stops, freeze in a frightened statue shape.

Sequence 2: The Firebird and the Guards. Music in sections: Stravinsky - 'The Firebird'

Hold out your flickering Firebird wings. Dip and dive, soar and whirl, leap and turn freely through the spaces to rescue Prince Ivan. When the music changes, stand tall or hunch forwards in your fierce guard shape. Dance faster and faster with the music until, finally, you fall down exhausted onto the floor to sleep.

Sequence 3: The Firebird and the giant Kastchei

Everyone repeats the Firebird's movements but more slowly to hypnotise the giant Kastchei.

Sequence 4: The Firebird and the statues

Half the class lift and lower their magnificent Firebird wings while the other half slowly return to life from their stone statue state.

Sequence 5: Procession home

Music: Mozart - Horn concerto No. 4. Everyone skips happily around the edge of the room in a long, class procession.

Sequence 6: The Firebird Finale

Repeat the Firebird sequence with flickering fingers and hands and fluid arm flapping movements - slowly at first but then gradually spreading wings to show a glorious, magnificent array!

Final performance: The Giant Kastchei - The Firebird and the Guards - The Firebird and the Giant Kastchei - Procession home - The Firebird Finale.

Cool down: Walk to a space with slow, relaxed steps. Stand up straight and tall. Slowly lower head down towards chest. Continue to roll down through spine, reaching hands down towards the floor - hold stretch for a few seconds then sit down on the floor and relax.

Movement focus

Body: Moving with control, using arms, legs, hands and feet.

Action: Leaping and turning, jumping, freezing in a pose, flapping arms, skipping.

Dynamics: Smooth and strong, fast and slow.

Space: Using different levels, moving around the space and on the spot, changing direction.

Relationships: Working on your own, working with one half of the class.



Session 3 structure: The giant Kastchei

Content	Guidance	Evaluation
<p>Warm up: Music - The Firebird Stretch out your arms and flicker your fingers. Lift and lower your powerful firebird wings with smooth, fluid, flexible arm movements. When the music gets faster, travel freely through the spaces - dipping and diving, soaring and whirling, leaping and turning energetically.</p>	<p>You've had plenty of practice so really perform the Firebird motif with energy and confidence.</p>	<p>Do the children use the space well? Do they convey the free and magnificent spirit of the Firebird with the music?</p>
<p>Sequence 1: The Giant Kastchei Music: Britten - 'Storm'. Stamp through the spaces in the biggest, scariest giant shape! Each time the music stops, freeze in a frightened statue shape.</p>	<p>Stand in the scariest giant shape you can! Maintain your scary shape while stamping angrily through the spaces. Did they freeze in a frightened statue shape each time the music stopped?</p>	<p>Do the quality of movement and body shape effectively convey the threatening character of the giant? Do they stamp in time with the music?</p>
<p>Sequence 2: The Firebird and the Guards Music: Stravinsky - 'The Firebird' Hold out your flickering Firebird wings. Dip and dive, soar and whirl, leap and turn freely through the spaces to rescue Prince Ivan. When the music changes, stand tall or hunch forwards in your fierce guard shape. Dance faster and faster with the music until, finally, you fall down exhausted onto the floor to sleep.</p>	<p>Aim to convey a sense of urgency through the quality of the Firebird's movements. Maintain your fierce guard shape as you dance; stamping or shuffling, faster and faster with the music! Collapse down onto the floor in a controlled way!</p>	<p>Can they inject a sense of urgency while maintaining the varied movement vocabulary of the sequence? Do they successfully synchronise the changing speed of their dance to that of the music?</p>
<p>Sequence 3: The Firebird and the Giant Kastchei Everyone repeats the Firebird's movements but more slowly and strongly to hypnotise the Giant Kastchei.</p>	<p>Perform the same Firebird movements but more slowly and with additional focus and tension.</p>	<p>Do they change the mood of this sequence by altering the speed, tension and focus?</p>
<p>Sequence 4: The Firebird and the statues Half the class lift and lower their magnificent Firebird wings while the other half slowly return to life from their stone statue state.</p>	<p>The two groups need to act and react to one another.</p>	<p>Did the movement effectively convey the narrative?</p>



<p>Sequence 5: Procession home Music: Mozart - Horn concerto No. 4. Everyone skips happily around the edge of the room in a long, class procession.</p>	<p>Aim for an equally spaced procession. Skip in time with the music.</p>	<p>Is the class equally spaced around the edge of the room?</p>
<p>Sequence 6: The Firebird Finale Repeat the Firebird sequence with flickering fingers and hands and fluid arm flapping movements - slowly at first but then gradually spreading wings to show a glorious, magnificent array!</p>	<p>Listen carefully and match the speed and strength of your movements to that of the music.</p>	<p>Does the quality of movement and conviction of performance effectively convey the wondrous majesty of the Firebird?</p>
<p>Final performance: The Giant Kastchei - The Firebird and the Guards The Firebird and the Giant Kastchei - Procession home - The Firebird Finale.</p>	<p>Move smoothly from one sequence to the next to create a confident, seamless performance.</p>	<p>Do they remember the different parts of the dance and perform with confidence and conviction?</p>